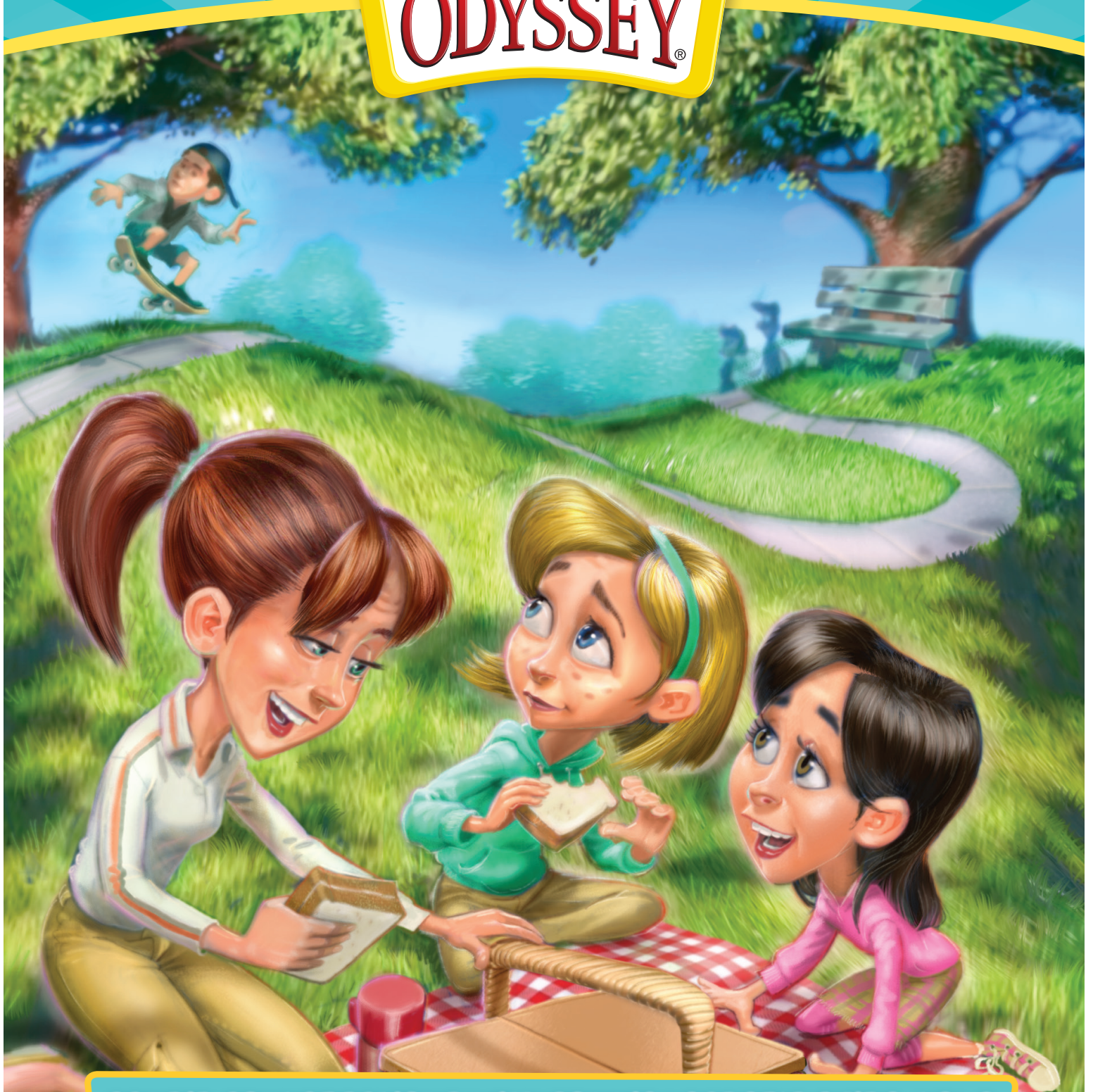


FOCUS ON THE FAMILY PRESENTS

Adventures in
ODYSSEY



CANDID CONVERSATIONS WITH CONNIE LEADER'S GUIDE, VOL 2

Activities, Discussion Questions, and Prayer Prompts for Small Groups

Leader's Guide

by

Sheila Seifert

Candid Conversations with Connie, vol. 2
Leader's Guide

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Interior design by Lexie Rhodes

Illustrations by Gary Locke

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Introduction

Will you be my friend? Isn't that what everyone wants to ask? It doesn't matter if you're a toddler or celebrating your retirement. Having friends and being a friend is important. This is especially true for middle school and high school girls.

Yet many don't know how to be a friend, what to look for in a friend, and which friends to hang around. These are skills they are learning and the skills they will use later to choose a husband. Whether they know all they need to know or not, their decisions concerning friends and then relationships may affect the rest of their lives.

What a heavy task this is for children, and yet what an opportunity. In *Candid Conversations with Connie*, volume 2, middle and high school students can join Connie Kendall, as she helps the girls in her Odyssey Bible study group navigate friendships, mean girls, crushes, and relationships.

This guide is available to help you, the leader of middle and high school girls, as you go through the chapters of *Candid Conversations with Connie*, volume 2. Perhaps you also want to help the parents of your group of girls to go deeper with their daughters regarding their friendships and future relationships.

An excellent resource for these parents is *Thriving Family* magazine. I do admit that I am biased, though, because I am an editor of this Christian parenting and marriage publication. Still, its articles offer a fresh view in their day-to-day struggles and include practical parenting tools in every issue.

But you don't have to take my word for it. You can access past magazine articles on this topic for free. Consider sending the parents of your girls articles such as "The Value of Christian Friends," "Traits of a Good Friend," "Wanted: Good Friends," and "Make a Friend, Be a Friend" at ThrivingFamily.com. But don't stop there.

Literature is full of stories about friendships that girls can discuss with their parents. Ancient Greece had Damon and Pythias, who changed a king's mind because of how they put their friend's needs over their own. John Adams and Thomas Jefferson connected as friends, and gave each other the courtesy of mutual respect amid agreements and conflict. Then there is David and Jonathan from the Bible. Jonathan risked his life to keep David safe, even though Jonathan knew this meant David would become king in his place. Their friendship was an example of how people should help others sacrificially.

And finally, there's Jesus, all God and all man, who took it upon Himself to not only save everyone from the eternal consequences of their sins, but also chose to come alongside us, through the Holy Spirit, and be our friend. There is no better example of how to treat others.

So as you delve into the topic of friendship with your girls, consider how you also can be a resource to their parents. And I wish you and your girls deep and healthy friendships, and the joy of new friendships, perhaps being started in the group that you are leading..

Sheila Seifert

Editorial Director of Parenting Content

Thriving Family magazine

CHAPTER 1

Peppered Salami Is Underrated

(Knowing Who You Are)

Estimated time: 30–40 Minutes

E Got extra time? See the appendix for more activity options.

Opening Activity

Time allotted: 15 minutes

This week's lesson will open with an activity to demonstrate how well the girls in your group know each other. They may find that they notice the qualities in others easier than they recognize the same qualities in themselves.

Gather

- Paper and writing utensils

Go!

1. Ask each girl to write down the following information about herself, in order and without showing anyone else in the group.

- a. Something you feel passionate about, such as helping the sick, loving your family, or eating a banana split
 - b. Something you wish you could be doing right now, such as your nails or playing a game or sleeping
 - c. A description of your favorite pair of shoes
 - d. Your middle name
 - e. The color of your eyes and the color of your hair
2. Place the lists from the girls behind a sheet of construction paper as you read them to your girls so they can't see whose paper you're reading. Each girl will get two guesses per descriptive list that you read. The goal of the girls in your group is to be the first person to guess the list's owner.
 3. Read the first item for the first descriptive list about a girl in your group. Then pause for guesses. Read the second item. Pause for guesses.
 4. Continue in this way until every list has been attached to a girl in the room.
 5. Comment on how well the girls know or don't know each other.

Then give each participant a sheet of construction paper. Hand back their descriptive lists. Set out markers. Ask them to cut a shape around their lists and glue them to a sheet of construction paper. During Discussion Time, have them decorate their pages as they talk to reflect their personal style.

Discussion Time

Time allotted: 10 minutes

This week's discussion focuses on the importance of knowing who you are. Some girls are so concerned about what others think about them or what they don't do perfectly that they forget how God made them to be who they are.

1. When you mess up, do you hear Voice Number One or Voice Number Two (page 9) in your mind?
2. When you let Voice Number One speak, how does it make you feel?
3. What is one quirk you have that makes you different from others?
4. How would Voice Number One describe that quirk? How would Voice Number Two describe it?
5. Connie uses a necklace with a Cross on it to help her remember that God is with her and accepts her just as she is. What can you use to remember that God is always with you and loves you, even with your quirks?

Prayer Time

Time allotted: 10 minutes

Ask each girl to share her prayer requests, either verbally or on paper. Then lead the group in prayer for each of the requests. If a girl doesn't want to pray out loud, that's okay; don't press her. If the prayer request was submitted

privately, then be sure to pray with that girl one on one. End by praying that each girl will come to the realization that her differences make her a unique person. God could not love her more or less. She is worthy of being accepted because Jesus made her worthy through His actions on earth. Ask God to help each girl accept who she was created to be.

Optional: Assign each girl a prayer partner for the week. Ask each girl to pray for the other's requests. Change the prayer partners every week so that the girls get the opportunity to partner with different members of the group. Ask them to encourage each other to be who they are.

CHAPTER 2

When Penny Saved My Life

(Finding Fantastic Friends)

Estimated time: 30–40 Minutes

E Got extra time? See the appendix for more activity options.

Opening Activity

Time allotted: 10 minutes

At this age, friendships are often based on mutual interests, such as going to the same school, dance class, or church—or who a girl happens to be around. Allow your group to move into deeper relationships with each other by helping them find more things that they have in common.

Gather

- 1-foot-long strands of colored twine, ribbon, or string, one for each girl

Go!

1. Demonstrate how to tie two strands together. Then ask students to find someone in the group that

they have something in common with, such as another girl who has the same favorite color or is inspired by the same Bible verse.

2. When two girls find something in common, they should tie their strands together.
3. Once their strands are tied, each girl should continue holding their part of the strand.
4. Then as a group, they should find another person or group to tie their strands to. To do this, they must find one thing that everyone in this new group has in common. The catch is that they can't use the same common interest that either group has already used. For example, if one group likes to wear sneakers to school, that group can't use that same common interest with the next person or group, even if it is something that they all have in common. As a group, they must find something new that they have in common.
5. This activity should continue until every girl in your entire group has one long strand made up of each girl's smaller strand. Take your strand and tie it to the two ends of the group's larger strand to form a circle, with each girl still holding her strand. Sit in a circle around the tied strands, placing it on the floor in front of you.

Discussion Time

Time allotted: 10 minutes

This week you will be talking about your girls' circle of friends and their character qualities.

1. The circle we made represents our group. What are some of the character qualities listed on pages 21 and 22 that you find in the girls around this circle?
2. Who are some of your acquaintances, people you know in a very limited way, that you would place outside of our circle?
3. Who are some of the people not in this room that are in a closer circle with you than our circle?
4. What character qualities do you find in those people?
5. Why is it important that the people in our innermost circles have strong values and Christlike character qualities?
6. How do those closest to us affect how we act or behave? How do they affect our character?

Prayer Time

Time allotted: 10 minutes

Go around the group and take prayer requests from each girl. This can be done by saying the request out loud to the group or by having the girl submit the prayer in a note to the leader. Then lead the group in prayer over each of the requests. Next, end with a prayer that each girl will be blessed with good friends and will only let those of good character into their closest, most intimate circle of relationships. Ask for God's wisdom to help them take risks to make

the right friends. If a prayer request was submitted privately, be sure to pray for it with that girl one on one.

Optional: Allow time to manage the prayer-partner plan outlined in chapter 1. This week, begin by asking the prayer partners from the previous week to share any praises or blessings from last week with each other or the whole group. Then ask them to thank each other for their prayers.

Once they are done, assign each girl a new prayer partner. Ask the new pairs of prayer partners to pray for each other's requests throughout the week, and also to find one more thing that the two of them have in common.

CHAPTER 3

The Joys of Friendship

(Gossiping, Drama Queens, and Frenemies)

Estimated time: 30–40 Minutes

E Got extra time? See the appendix for more activity options.

Opening Activity

Time allotted: 10 minutes

Friendship is often a fluid connection during the middle school years. Those you think you're firmly connected to may suddenly let go of the friendship, which sends you scurrying to find another friend, even as you're hurting.

Gather

- Nothing

Go!

1. Divide the group into pairs. Take one pair and separate them from the other pairs of girls and from each

other. One of the separated girls will be *it*, and called *Girl 1* in these directions. The other will be the person that Girl 1 wants to tag. She is called *Girl 2* in these directions.

2. Girl 2 runs from Girl 1. As she does so, she can run in and out of the other pairs of girls or she can entwine her arm in the arm of one of the pairs of girls. If Girl 2 does this, she is now safe. But the girl on the other side of the pair becomes Girl 2. Girl 1 must now chase this new Girl 2 or try to help her, even as Girl 2 runs from Girl 1.

3. After one minute, Girl 1 may entwine her arm with another girl's arm. The other girl in the pair then becomes the new Girl 1. This change can happen every minute or if Girl 1 catches Girl 2.

4. After each girl has had a turn to be either Girl 1 or Girl 2, stop the game and suggest how similar this game can be to having friends.

Discussion Time

Time allotted: 10 minutes

The focus of this week's discussion is on how some friendships come and go while others need to be protected or released. Friendships change as girls mature and grow.

1. What have you done that has hurt one of your friends? Did you mean to hurt your friend or was there another reason for your actions? Explain.
2. What characteristic do you like least about Gossip Girl friends?
3. When were you a Bossing Bestie? How did you learn to let others have their way sometimes?
4. What hurts most about having a Flip-Around Friend?
5. What do Drama Queens actually need? How can you affirm them without being sucked into the drama?
6. Which type of bad friend are you most like? How could you improve in this area?

Prayer Time

Time allotted: 10 minutes

Go around the group and take prayer requests from each girl. This can be done by saying the request out loud to the group or by having the girl submit the prayer in a note to the leader. Then lead the group in prayer over each of the requests. End this prayer time by thanking God for being the best example of a true friend. Pray with and for the girls so they can learn to be a good friend to those around them and enjoy healthy relationships with others. If a prayer request was submitted privately, be sure to pray for it with that girl one on one.

Optional: Allow time to manage the prayer-partner plan outlined in chapter 1. This week, begin by asking the

prayer partners from the previous week to share any praises or blessings from last week with each other or the whole group. Then ask them to thank each other for their prayers.

Once they are done, assign each girl a new prayer partner. Ask the prayer partners to pray for each other's requests throughout the week, and also pray for the way each prayer partner treats her friends this week.



CHAPTER 4

Get the Garlic out of Your Pudding

(Learning to Lead)

Estimated time: 30–40 Minutes

E Got extra time? See the appendix for more activity options.

Opening Activity

Time allotted: 10 minutes

This week's activity demonstrates how the flavor of one food can take over the flavor of another food. The purpose is to teach girls how two flavors (friendship between two girls) can work well or not work well together.

Gather

- Barbeque sauce
- Gumdrops
- Graham crackers
- Salad dressing
- Frosting

- Mustard
- Bologna cut into small squares
- Flour tortillas
- Ketchup
- Animal crackers
- Honey
- Jam
- Chopped onion
- Marshmallows
- Raw peas
- Seven small plates

Go!

1. PREPARATION: Place the barbeque sauce, salad dressing, frosting, mustard, ketchup, jam, and honey into separate small bowls. Divide the graham crackers, and flour tortillas into small pieces and place on separate plates. Put the gumdrops, animal crackers, chopped onions, raw peas, and marshmallows on separate plates.
2. Explain that some flavors work well with each other, and some do not. Challenge the girls to come up with the wackiest food combination that still tastes good to the majority of the group. The group should try to eat one odd combination from each girl (though no one should be required to eat any combination, and food allergies should be considered).
3. When everyone who wants a turn to make a whacky combination has had a turn, vote on which strange combination actually tastes the best to the majority of girls in your group.

Discussion Time

Time allotted: 10 minutes

This week's discussion centers around friendships that work well or don't work well together. All the foods in your previous activity were fine alone, but perhaps not in combination with other foods. Friendships work in the same way. Some friendship combinations don't seem like they'll work together, but they do; and other friendships, that seem like they should work, don't.

1. What surprised you most about how some food flavors did or didn't work together?
2. How might food combinations be similar to friendship combinations?
3. How have you taken on the likes or dislikes of a friend?
4. Which of your friends have caused you to draw closer to or away from God?

5. How can you be a friend that is the “right” flavor for your friends?

Prayer Time

Time allotted: 10 minutes

Go around the group and take prayer requests from each girl. This can be done by saying the request out loud to the group or by having the girl submit the prayer in a note to the leader. Then lead the group in prayer over each of the requests. End by praying that each girl will find at least one friend who is a good influence for her and whom she is a good influence for, also. Ask for God's blessing, joy, and wisdom in the friendships of each girl in the room. If a prayer request was submitted privately, be sure to pray for that request with the girl who submitted it, one on one.

Optional: Allow time to manage the prayer-partner plan outlined in chapter 1. This week, begin by asking the prayer partners from the previous week to share any praises or blessings from last week with each other or the whole group. Then ask them to thank each other for their prayers.

Once they are done, assign each girl a new prayer partner. Ask the new prayer partners to pray for each other's requests throughout the week, and each to pray that her prayer partner will use her influence to show Christ's love to others this week.

CHAPTER 5

Crying into My Pizza

(Understanding Cliques)

Estimated time: 30–40 Minutes

E Got extra time? See the appendix for more activity options.

Opening Activity

Time allotted: 10 minutes

This week play a game that demonstrates how cliques can work, if they are open to welcoming others into their groups so everyone can have fun together.

Gather

- Nothing

Go!

1. Have two girls be *it*. Everyone else flees from those who are *it*. Individually, each *it* girl needs to link her arm

through the arm of another girl so each *it* girl becomes an *it* pair. The new pairs of girls who are *it* then need to link their arms to someone else. This continues until each there are two *it* lines.

2. Once all the girls are attached to one line or the other, the last person chosen for each line, must try to link to the first *it* girl at the front of the other line. Those in the middle of the line try to protect their *it* leader.
3. The line that links to an original *it* girl first wins.

Discussion Time

Time allotted: 10 minutes

This week's discussion is about cliques. Make sure the girls understand that cliques can be good or bad, and what a clique does is dependent on the individual choices of those in the clique.

1. What are the qualities of a good clique?
2. What are the qualities of a bad clique?
3. What clique have you been accepted into? What is good about this clique?
4. By what clique have you not been accepted? Explain what happened and how you felt.
5. Consider how Jesus had a clique but allowed others into it. In what ways can you influence the cliques you belong to and treat others as Jesus did?

Prayer Time

Time allotted: 10 minutes

Suggest that what you have is a prayer clique. This allows you to focus on one other girl in your group. Go around the group and take prayer requests from each girl. This can be done by saying the request out loud to the group or by having the girl submit the prayer in a note to the leader. Then lead the group in prayer over each of the requests. End by praying that each girl will find a group of friends who not only appreciate her but also allow others into their group. If a prayer request was submitted privately, be sure to pray for that request with the girl who submitted it, one on one.

Optional: Allow time to manage the prayer-partner plan outlined in chapter 1. This week, begin by asking the prayer partners from the previous week to share any praises or blessings from last week with each other or the whole group. Then ask them to thank each other for their prayers.

Once they are done, assign each girl a new prayer partner. Ask the new prayer partners to pray for each other's requests throughout the week, and also to pray for others in your prayer clique this week when they come to mind.

CHAPTER 6

Adventures of the Nerd Bird

(How to Handle a Mean Girl)

Estimated time: 30–40 Minutes

E Got extra time? See the appendix for more activity options.

Opening Activity

Time allotted: 10-15 minutes

The purpose of this activity is to show girls that each has probably been a mean girl and as well as one who others have been mean to.

Gather

- Construction paper
- Markers
- Jellybeans
- Bowls

- Table
- Tape

Go!

1. Divide your group of girls into four groups. Ask each group to make one sign. The four signs should read:
 - a. Don't worry, you'll grow out of this bullying stage.
 - b. I can't believe this is what you do for fun.
 - c. Smile and shake your head no.
 - d. Pray for the bully or the person you bullied.
2. Hang the pieces of construction paper on the wall near a table or chair. Place a bowl on the table beneath each sheet.
3. Give each girl five jellybeans. Ask for one volunteer to tell about one experience with a mean girl (without sharing names). Ask the girl to place one jellybean in the bowl below the response she should have made. (Then she can eat one of her jellybeans, if she so desires.) Ask each girl to share one story and place a jellybean in an appropriate response and eat one jellybean, if she wants to eat one. If a girl's story is too personal, she can say, "Pass," and merely put a jellybean bean below the response she wished she'd made, before eating a jellybean.
4. Then explain that every girl has been mean to someone at least once, perhaps to a friend, sibling, or stranger. Ask the girls to place two jellybeans in the dish that she wished the person she'd been mean to had responded. Then each girl can eat her last jellybean.

Discussion Time

Time allotted: 10 minutes

Count the jellybeans beneath each response. Today's discussion will center on why there are more jellybeans beneath some responses than others.

1. Why might there be more jellybeans beneath this one response?
2. What was the difference between how you wanted to respond to others and how you wanted others to respond to you?
3. The Bible tells us to love our neighbors as ourselves. In light of that, what should be our first response to those who are mean to us?
4. What did our class feel was the best second response?
5. How might your response help stop bullying, both when others are being mean to you and you're being mean to them?

Prayer Time

Time allotted: 10 minutes

Go around the group and take prayer requests from each girl. This can be done by saying the request out loud to the group or by having the girl submit the prayer in a note to the leader. Lead the group in prayer over each of the requests. End by praying for each girl in your group to learn how to protect herself from mean girls and bullies without becoming a mean girl herself, and for a soft heart that won't be mean to others. If a prayer request was submitted privately, be sure to pray for that request with the girl who submitted it, one on one.

Optional: Allow time to manage the prayer-partner plan outlined in chapter 1. This week, begin by asking the prayer partners from the previous week to share any praises or blessings from last week with each other or the whole group. Then ask them to thank each other for their prayers.

Once they are done, assign each girl a new prayer partner. Ask the new prayer partners to pray for each other's requests throughout the week, and also pray that their prayer partner won't be a mean girl and will be able to respond well to mean girls, without feeling hurt by them.

CHAPTER 7

Once upon a Yellow-and-Pink-Checkered Jacket

(What to Do About Peer Pressure)

Estimated time: 30–40 Minutes

Got extra time? See the appendix for more activity options.

Opening Activity

Time allotted: 10 minutes

This week's activity focuses on how peer pressure works so students will better understand how peer pressure may affect them. It will help them understand that pressure always has a consequence when not stopped in time.

Gather

- Can of soda pop
- Bag of balloons
- Straight pin

60!

1. Shake a can of pop and ask each girl to shake it, too. Then ask for a volunteer so you can open the can, pointing it at them. When no one volunteers (or if there is a volunteer, refuse to open the can pointed at her), ask how students know they'd get the drink all over them if the can was tilted toward them when it was opened. Go outside to a safe place to be messy and open the can, pointing it away from your girls. Once back in the classroom, let students know that you're glad they're smart enough to understand that when there is pressure in a pop can, they should not stand directly in front of it.
2. Give each girl a balloon. Suggest that they blow five large breaths into it every time you mention a pressure that they or others in their age group may have felt:
 - Pressure to look good
 - Pressure to do well in school
 - Pressure to be nice to teachers
 - Pressure to be popular
 - Pressure to do homework
 - Pressure to do what others want you to do
 - Pressure to do what is right

Student balloons that haven't yet popped or that students have chosen not to make any bigger should be tied. Have each girl think of one more pressure and pop their balloon with the straight pin. Let them know that with so much pressure on the inside, even when they call it quits, it only takes one sharp-edged pressure on the outside to cause a consequence.

Discussion Time

Time allotted: 10 minutes

This week, the discussion will center around the outcome of pressure. When peers continue to pressure other peers, a reaction to the pressure will occur. Sometimes that pressure is good, and sometimes it isn't.

1. How have your peers pressured you to do something good, such as coming to this meeting or praying?
2. How have peers pressured you to do something you didn't want to do? (This doesn't necessarily have to be something bad, just something you wouldn't have done without your peers' egging you on.)
3. What do you tend to do when your friends keep asking, begging, or teasing you until you do something?
4. What is a good question to ask yourself when you feel pressured by your peers? (Give an example, such as "Is this an action that could hurt someone?")
5. What is one way to not be caught in peer pressure that could get you in trouble or hurt someone?

Prayer Time

Time allotted: 10 minutes

Go around the group and take prayer requests from each girl. This can be done by saying the request out loud to the group or by having the girl submit the prayer in a note to the leader. Then lead the group in prayer over each of the requests. End by praying for each girl and the pressures each faces on a daily basis. Ask God to show each girl that He is with her so she doesn't feel alone and give into harmful peer pressure. If a prayer request was submitted privately, be sure to pray for that request with the girl who submitted it, one on one.

Optional: Allow time to manage the prayer-partner plan outlined in chapter 1. This week, begin by asking the prayer partners from the previous week to share any praises or blessings from last week with each other or the whole group. Then ask them to thank each other for their prayers.

Once they are done, assign each girl a new prayer partner. Ask the new prayer partners to pray for each other's requests throughout the week, and also to pray for the lessening of harmful peer pressure in each prayer partner's life this week.

CHAPTER 8

Blame It on My Hippocampus

(How to Make Good Decisions)

Estimated time: 30–40 Minutes

E Got extra time? See the appendix for more activity options to do with Mom.

Opening Activity

Time allotted: 10 minutes

This week's activity is a living drama that will help reinforce how kids should face decisions and make reasonable and healthy choices.

Gather

- Bow tie
- Hair bow
- Clock
- Cross
- Fake glasses

Go!

1. Set up a decision-making assembly line by asking one volunteer to hold the clock, one to wear the bow tie, one to wear the hair bow, one to hold the Cross, and one to wear the fake glasses. Ask these volunteers, in that order, to sit on chairs at the front of the room.
2. Have the rest of the class brainstorm fun things they could do without worrying about the consequences. Once you've approved of their wild or good idea, ask a volunteer to go to station one, by the clock, and wait as you and the class come up with another fun activity. Once you have a second activity, ask another volunteer to stand by the person holding the clock, which consists of girls wearing the bow-tie and another the hair bow.
3. At the second station, the first volunteer should ask for advice about doing this fun activity. Ask the "parents" to give sound advice, what they think their parents would say. When done, have the class come up with another fun thing to do, and a volunteer to represent that fun activity and stand by the clock person to wait on her plan or decision.
4. When someone new comes to the clock station, the girl who was there can move to the parents station and ask the "parents" for advice. Then the girl who was asking for advice can move to the Cross station and fold her hands with the Cross person as if she were praying about the activity.
5. When the parent talk is done, the class can come up with another fun thing to do and everyone should move down the line. The first volunteer should take the glasses and pencil/paper from the last station and write as if she were interviewing the problem or activity.
6. Continue in this way until everyone has had a turn with a fun activity or problem. (Switch out the people at the stations—holding the clock, being parents, with the Cross, and the interview items—every third problem/activity.)
7. When you're done, ask your group to go over the steps for making decisions or solving problems.

Discussion Time

Time allotted: 10 minutes

When you are done with the activity, ask your group to tell you the steps for making good decisions or solving a problem. Then talk together about the process:

1. What was the most fun activity that we came up with? What makes it so fun?
2. If you had a new fun idea and waited to talk about your idea, what might you consider before doing it?
3. Even though we didn't have real parents here, what helped you think about the activity by just hearing someone else's opinion?
4. Why is it important to ask God for wisdom regarding decisions?

5. How might interviewing the activity or problem teach you more about your long-term goals or the emotions involved in the decision you're making?

Prayer Time

Time allotted: 10 minutes

Go around the group and take prayer requests from each girl. This can be done by saying the request out loud to the group or by having the girl submit the prayer in a note to the leader. Lead the group in prayer over each of the requests. End by praying for each girl's decision-making ability. Ask God to help each girl turn to Him and wise adults as she lives out her life. If a prayer request was submitted privately, be sure to pray for that request with the girl who submitted it, one on one.

Optional: Allow time to manage the prayer-partner plan outlined in chapter 1. This week, begin by asking the prayer partners from the previous week to share any praises or blessings from last week with each other or the whole group. Then ask them to thank each other for their prayers.

Once they are done, assign each girl a new prayer partner. Ask the new prayer partners to pray for each other's requests throughout the week, and also to pray that each prayer partner makes wise decisions this week.

CHAPTER 9

Tapping Into Your Superpower

(Skills for Surviving . . . and Thriving)

Estimated time: 30–40 Minutes

E Got extra time? See the appendix for more activity options.

Opening Activity

Time allotted: 10-15 minutes

This week help the girls in your group better understand their world by exposing them to the stories of others, including your own story.

Gather

- Ask two godly high school girls or two godly moms to help you for the first part of your group this week
- Index cards
- Pens

Go!

1. Ask your students to come up with questions about surviving the tween and teen years, just as Connie's girls did in her Bible study group. Have them write their questions on index cards.
2. With the help of the two godly high school girls or two godly moms, read the girls' questions and let the visitors give personal examples about how they've gone through the same type of circumstances. As the leader, you should also give personal examples about how you've gone through similar situations, too. (Encourage the women to share examples and conclusions, but not just give advice or start their words with "you should.")

Discussion Time

Time allotted: 10 minutes

This week, help your girls share a bit more about themselves to help build stronger relationships in the group.

1. What was one of your most embarrassing school moments? How did you get through it?
2. What is one good thing you almost didn't do because you were too scared to try?
3. What is one thing you've done that has helped mold your life, perhaps something that you were too scared to try at first?
4. How can we help each other do what we should be doing, even when we're a bit scared?

Prayer Time

Time allotted: 10 minutes

Go around the group and take prayer requests from each girl. This can be done by saying the request out loud to the group or by having the girl submit the prayer in a note to the leader. Then lead the group in prayer over each of the requests. End by praying for each girl's confidence and ability to take risks in order to become the women of God that she desires to be. If a prayer request was submitted privately, be sure to pray for that request with the girl who submitted it, one on one.

Optional: Allow time to manage the prayer-partner plan outlined in chapter 1. This week, begin by asking the prayer partners from the previous week to share any praises or blessings from last week with each other or the whole group. Then ask them to thank each other for their prayers.

Once they are done, assign each girl a new prayer partner. Ask the new prayer partners to pray for each other's requests throughout the week, and also to pray for the risks each prayer partner may need to take that week.

CHAPTER 10

How to Survive Mad Cow Disease

(The Laws of Like)

Estimated time: 30–40 Minutes

E Got extra time? See the appendix for more activity options.

Opening Activity

Time allotted: 15 Minutes

This week's activity includes a variety of skits about love stories and romantic comedies that your girls have seen.

Gather

- Dress up clothing
- Accessories, such as gloves, hats, and shoes

Go!

1. Ask girls to find one or two other girls to work with. Each group should come up with one scene from a love story or romantic comedy movie that they've seen. (To keep groups from all performing from the same movie,

ask them to tell you the movie's title before they practice a scene. Once a group tells a movie's title to you, no other group may use that movie.) The girls should dress up to perform one innocent part of the movie that they feel demonstrates true love.

2. After giving them a few minutes to practice, ask them to perform the scene for the other girls in your group. When done, they can explain how their clip was an example of true love.
3. Encourage everyone to clap appropriately for the other groups at the end of their skits.

Discussion Time

Time allotted: 10 minutes

This week's discussion focuses on our true and misguided perceptions of relationships and love.

1. Which of the scenes were closest to what a real relationship might look like?
2. What comes after a movie's "happily ever after" in real life?
3. Girls often spend their childhood dreaming about their wedding and preparing for it. What can you do today to prepare for the relationship you'll have with your husband, not just the wedding?
4. How might focusing on wanting a relationship keep you from enjoying the things you like to do?
5. What is a good balance between being around those you're attracted to and doing healthy activities with friends?

Prayer Time

Time allotted: 10 minutes

Go around the group and take prayer requests from each girl. This can be done by saying the request out loud to the group or by having the girl submit the prayer in a note to the leader. Lead the group in prayer over each of the requests. End by praying for each girl to develop friendships with guys but focus on what God wants them to do and not fixating on boys they like. If a prayer request was submitted privately, be sure to pray for that request with the girl who submitted it, one on one.

Optional: Allow time to manage the prayer-partner plan outlined in chapter 1. This week, begin by asking the prayer partners from the previous week to share any praises or blessings from last week with each other or the whole group. Then ask them to thank each other for their prayers.

Once they are done, assign each girl a new prayer partner. Ask the new prayer partners to pray for each other's requests throughout the week, and also to pray for a realistic view of relationships for each other.

CHAPTER 11

A Knight in Shining Arrogance

(How to Spot a Godly Guy)

Estimated time: 30–40 Minutes

E Got extra time? See the appendix for more activity options.

Opening Activity

This week your girls will learn more about good communication in order to recognize what good communication is or isn't with guys, such as when Joanne Allen went on a date with the quarterback of the football team and all he could talk about was himself.

Gather

- Create three signs. One should say, “Me-Me-Me”; the second, “Cutting remark”; and the third should say, “How rude.”

Go!

1. Ask each girl to think of a celebrity, a cartoon character, or a character from a book—someone who has quite

a few flaws. Tell the girls that they should know this character really well so they can act like the character.

2. Ask for two volunteers. Have them sit at the front of the classroom and pretend they are on a date or out with a friend. You should act as their waitress and ask them a lot of questions to keep the scene going. The girls watching should hold up the “Me-Me-Me” sign when the character talks too much about herself, the “Cutting remark,” when the character cuts someone down, or the “How rude” sign when the character is rude. All the time, the class should be listening to the characters’ answers to guess who these people are.
3. Once the class guesses the character, ask for new volunteers. Continue in this way until everyone who wants a turn has had a turn.

Discussion Time

Time allotted: 10 minutes

This week’s discussion focuses on how to allow others the grace to be who they are but not change who we are.

1. Why is it easier to see the flaws in others but not in ourselves?
2. Why is it important to show others grace amid their flaws but not be blind to what those flaws are?
3. Did you complete the checklist in the book? (If not, have the girls do it now.)
4. What were your top three qualities for a husband?
5. Why should you know the qualities that are important in a future husband before you get into a relationship? How do emotions sometimes derail your good intentions? How might your list help you in the future?

Prayer Time

Time allotted: 10 minutes

Go around the group and take prayer requests from each girl. This can be done by saying the request out loud to the group or by having the girl submit the prayer in a note to the leader. Lead the group in prayer over each of the requests. End by praying for wisdom for your girls as they choose relationships and guard their hearts. If a prayer request was submitted privately, be sure to pray for that request with the girl who submitted it, one on one.

Optional: Allow time to manage the prayer-partner plan outlined in chapter 1. This week, begin by asking the prayer partners from the previous week to share any praises or blessings from last week with each other or the whole group. Then ask them to thank each other for their prayers.

Once they are done, assign each girl a new prayer partner. Ask the new prayer partners to pray for each other’s requests throughout the week, and also pray for their prayer partner’s future spouse.

CHAPTER 12

Brain Problems, Zip Lines, and Homeless Puppy Dogs

(Q&A About Guys ... with the Guys Themselves)

Estimated time: 30–40 Minutes

E Got extra time? See the appendix for more activity options.

Opening Activity

This week's activity focuses on the differences and similarities between boys and girls.

Gather

- Butcher paper
- White board
- Markers
- Tape

Go!

1. PREPARATION: On a large sheet of butcher paper, write the following items in large letters as a list: at-

traction, hair, showing attention, looks, the right make up, the right clothes, the right shoes, having things in common, being around the person, following the person everywhere, looking at the person all the time, being polite, pretending to have something in common, laughing even when something is not funny, doing everything together, acting like the other person is smarter than you, being funny, being smart, being exactly like the other person, and showing empathy.

2. Show your girls your list of actions that boys and girls do around each other. Ask them to add actions to the list.
3. When done, tear or cut off the first item. Have your girls decide if this is an action that mostly girls, mostly boys, or both girls and boys do. Where needed, create a second item to place under both headings. Tape the action below the correct column heading or beneath both columns.

Discussion Time

Time allotted: 10 minutes

This week, talk about the similarities and differences between what boys and girls like or are attracted to in the opposite sex.

1. In what similar ways are boys and girls attracted to each other?
2. In what ways are boys and girls attracted to each other differently?
3. Why is being polite, empathetic, and attentive the best way to get to know someone, whether it's a new girl or boy?
4. What are some of your best qualities? What are two things you really like to do? Write down your best qualities and what you like to do. Put this sheet in your Bible. Then remind yourself of these attributes when you're tempted to change to get someone to like you.

Prayer Time

Time allotted: 10 minutes

Go around the group and take prayer requests from each girl. This can be done by saying the request out loud to the group or by having the girl submit the prayer in a note to the leader. Lead the group in prayer over each of the requests. End by praying that each girl will stay true to who she is, no matter who she meets or who she likes in the coming years. Reinforce that each girl is valuable to God. If a prayer request was submitted privately, be sure to pray for that request with the girl who submitted it, one on one.

Optional: Allow time to manage the prayer-partner plan outlined in chapter 1. This week, begin by asking the

prayer partners from the previous week to share any praises or blessings from last week with each other or the whole group. Then ask them to thank each other for their prayers.

Once they are done, assign each girl a new prayer partner. Ask the new prayer partners to pray for each other's requests throughout the week, and also to pray that their prayer partner will grow in godliness, no matter who she likes or which friends she wants to hang around.

Appendix

Optional Activities

Chapter 1: Nicking a Name

Allotted time: 10 minutes

This activity can be done at the beginning of the session or at the end, based on time and leader preference. This is a get-to-know-you time when your girls can learn more about their leader and fellow students.

Gather

- Markers
- Index cards
- Tape

Go!

1. Ask each girl to write a new nickname for herself on an index card. It must be different from her current nickname or name. Suggest that the nickname be related to something she likes to do or who she aspires to be. She should not show anyone.
2. Gather the cards. Mix them. Tape one to each girl's back.
3. Girls may ask each other only the following question: "Should I keep or trade this nickname?" They should only respond, "Yes," or "No." If a girl is told to keep the nickname, that means that the nickname doesn't belong to the girl who wrote it. If she is told to trade the nickname, it means that it belongs to the other girl.
4. As the girls learn more about each other through their nicknames, they must also learn to work together as a group to get each person's nickname on the right back.
5. The game ends when each girl has the correct nickname on her back. If time allows, each girl may explain why she chose that nickname.*

* If you have additional time, consider listening to the Adventures in Odyssey audio drama about Connie Kendall's phobia in "Mum's the Word," episode 602, album 47, *Into the Light*.

Chapter 2: A Friendship Poster

Allotted time: 10–15 minutes

This activity offers a visual representation of the attributes of a good friendship.

Gather

- Butcher paper
- Markers
- Glitter glue

Go!

1. Roll out a large piece of butcher paper. Assign each girl one or two of the following character qualities: empathy, encouragement, humor, generosity, honesty, loyalty, patience, kindness, helpfulness, optimism, communication, listening skills, joy, wisdom, trustworthiness, and supportiveness.
2. Ask them to draw their one or two assigned words on the butcher paper and color in the letters.
3. Then they should write their own first names on the paper, too, and decorate them.
4. Hang the poster at the front of the classroom so every girl with you today has a visual representation of how she belongs in your group, surrounded by friends with valued character qualities. If someone missed this meeting, she can add her name to the poster on a different day.*

* If you have additional time, consider listening to the Adventures in Odyssey audio drama about how Connie met Penny in album 53, *The Green Ring Conspiracy*, episodes 679–690.

Chapter 3: Body Language

Allotted time: 10–15 minutes

Finding someone who wants to be your friend can be difficult. Some girls already have plenty of friends. Others do not. Those looking for friends may be able to recognize another's openness to friendship in many ways. This activity will help your girls start to understand the importance of body language and help them recognize how others may be open to a friendship with them through the use of body language.

Gather

- 2 poster boards
- Markers

Go!

1. PREPARATION: Write, "She wants to be my friend." in large letters on one poster board. Write, "She may not want to be my friend." on another poster board. Stress to your girls that sometimes people are in a hurry and may want to be friends but have something else on their mind. In the cases where they believe she-may-not-want-to-be-my-friend body language is shown, they should give people a few chances before deciding not to be friends.
2. Arrange your girls into two groups. Give each group one sign. Have each group form a line that faces the other group. Have each line hold up their sign (and pass it down the line as each girl takes a turn). When you suggest an action, all the girls in one line, either the she-wants-to-be-my-friend line or the she-may-not-want-to-be-my-friend line should do the action, depending on whether the action denotes an openness to friendship or a possibility that someone doesn't want to be a friend. The girl with the correct sign should hold it high as her line does the action. Let each line know if they are correct in acting out or not acting out the behavior, then move to the next activity.
 - a. Gives a large smile (potential friend)
 - b. Looks directly into your eyes, but doesn't stare (potential friend)
 - c. Turns her body directly toward you (potential friend)
 - d. Moves her toes so they are slightly facing away from you (may not be a potential friend)
 - e. Takes a small step away from the person (may not be a potential friend)
 - f. Tilts her head and smiles (potential friend)
 - g. Tilts her head but doesn't smile (may not be a potential friend)
 - h. Looks away from you for a long period of time (may not be a potential friend)
 - i. Mimics some of your body positions (potential friend)
 - j. Crosses her arms in front of her when she isn't cold (may not be a potential friend)
 - k. Taps her feet as you're talking (may not be a potential friend)
 - l. Nods when you're talking (potential friend)
 - m. Leans slightly away while you're talking (may not be a potential friend)
3. Have each line switch sides and go through the actions once more.
4. Congratulate your students on how wise they were in this game, for usually girls are able to give a correct response quite easily when they aren't emotionally involved in a friendship. Suggest that your girls use these same

skills, which they already have, to consider whether someone they know is open to friendship or closed to it, but once again, suggest that they give people a few body-language chances to demonstrate whether they want to be or don't want to be friends.

Chapter 4: The Perfect Friend

Allotted time: 10 minutes

Ask your girls to think about the perfect friend, someone who would be the right mix of personality and godly attributes. Although no one is perfect, let your girls know that it's okay to think about the attributes they'd like in a friend. Today they will explore what those attributes might be.

Gather

- Paper
- Writing utensils

Go!

1. Read aloud the following attributes (found in the book) that relate to friendship. Ask girls to think about how each of these qualities might be enjoyed in a friend and how a friend with those qualities might help the girls draw closer to God.
 - Empathetic—I comfort my friend when she's feeling bad.
 - Encouraging—I remind others of their good qualities.
 - Funny—I can laugh and be silly.
 - Generous—I'm quick to share my things and my time.
 - Honest—I tell the truth, even when it hurts.
 - Loyal—I stick up for my friends when others make fun of them.
 - Patient—I don't give up on my friends, even if they're in a bad mood.
 - Kind—I speak well of others to my friends.
 - Helpful—I offer to help when I see a friend in need.
 - Optimistic—I see the good in things; I don't complain or whine a lot.
 - Compromising—I don't always expect my way but am willing to take turns in choosing things.
 - Good communicator—I will patiently talk things out when I'm upset instead of just holding a grudge or being argumentative.
 - Good listener—I hear what people are saying without interrupting.

- Fun—I enjoy life and make others happy just being around me.
- Wise—I make good decisions and give good advice on the decisions friends are making.
- Trustworthy—I keep a secret when I hear one from a friend.
- Supportive—I'm excited for my friends when they're interested in an activity.

2. Ask your girls to write down the top five characteristics that they each would like in a friend. Then have them fold the paper and place it in their Bibles where they will remember to pray for a friend like this. Suggest that they also pray for God's wisdom so they can be a good friend to a person with those characteristics, too.

Chapter 5: Stronger and More Beautiful

Allotted time: 10 minutes

In this activity each girl will make a bookmark to help remind her that when cliques are open to all, the group becomes strong and more beautiful than it was when it stood alone.

Gather

- 7 skeins of different colored yarn
- Scissors
- Masking tape
- Combs

Go!

1. PREPARATION: Cut the yarn into 14-inch strands so there is enough for each girl to have five different-colored strands.
2. Each girl should choose three strands that she wants to braid together. Make a single knot that joins the three strands together at one end so about three inches of loose strands remain on the other side of the knot.
3. Have girls tape the three-inch strands to a table. Then teach them to loosely braid the three strands until they come within three inches of the end of the strands. (To braid, you place one outside strand over the center strand, making it the center strand. Then you place the other outside strand over the new center strand to make it the center strand. Repeat.) Tie a knot at the end so you have at least two inches of unbraided strands.
4. Have girls choose two additional strands. They should knot the strands to their braided strand, tape down the ends, and braid the three items together, knotting the end so about three inches of unbraided yarn remain at each end.
5. Have girls comb the loose ends on each side. This will cause the yarn to untangle and become fluffy. They

can place this bookmark in their Bibles so the unbraided ends are at the top and bottom of the book. They can trim the fluffy ends to the length they prefer.

Talk to your girls about this craft. Suggest that their initial braid became stronger and more beautiful with the inclusion of the additional two braided strands. Have them consider how groups that they are currently in might become stronger and more beautiful with the inclusion of others. Ask your girls to keep these bookmarks in their Bibles to remind them to always include others.

Chapter 6: You Are Who You Are

Allotted time: 10 minutes

The purpose of this activity is to show the girls that they have the right to not believe what bullies say about them. They have value and are beautiful creations in Christ Jesus.

Gather

- 1 cup of chocolate chips
- 1 cup of crunchy cereal
- 1 cup of M&M's
- 1 bag of pretzel sticks
- 1 cup of raisins
- 1/2 bag of roasted almonds
- 1/2 cup of dried pineapple
- 1/2 cup of dried blueberries
- 1/2 cup chow mein noodles
- 1/2 cup dried cranberries
- Large bowl
- Small paper cups, one for each girl

Go!

1. Mix all the ingredients together in the large bowl.
2. Give each girl a small paper cup of the trail mix.
3. Find out who likes or dislikes the trail mix.
4. Talk about how their opinions do not change the basic nature of the trail mix, just as other people's mean words

don't change the nature of who your girls are. God says they are valuable to Him so nothing anyone says or does can change their inherent value. They may feel like they don't have value, but that's just a feeling, and they shouldn't believe those feelings as the truth.

Chapter 7: Peer Pressure

Allotted time: 10 minutes

This week, you can help your girls recognize how their friends may be pushing them toward bad decisions or better choices.

Gather

- Glitter pens
- Unlined index cards
- Markers
- Pencils
- Tape
- White board

Go!

1. Divide the white board in half. At the top of the left side, write "Harmful Peer Pressure." On the right column, write "Helpful Peer Pressure." Then ask your girls to identify peer pressures they face and write the pressure under the correct column. Some harmful pressures might be to do drugs, cheat, or ditch class. Some good pressures might be to go to church, clean their room, or do homework.
2. Once they've come up with all the harmful and helpful pressures they can, ask the girls to use the glitter pens and index cards to write the first names of people who have influenced them to do the actions beneath the "Helpful Peer Pressure" column, one name to a card. Have them tape those cards over the pressures in that column.
3. When done with the "Helpful Peer Pressure" column, ask your girls to use pencils. Each girl should only use a single card. On it, they should put the first initials of all the people who encourage them to do the "Harmful Peer Pressure" activities. Have them tape that card in that column.
4. Ask students to reconsider their friendships and how these harmful relationships might be hurting them now and in the long run. Pray together, asking God to help the girls hang around friends who make them better people.*

* If you have additional time, consider listening to the Adventures in Odyssey audio drama that includes Connie and Larry Melwood in “With a Little Help from My Friends,” episode 348, album 27, *The Search for Whit*.

Chapter 8: Making Decisions

Allotted time: 10-15 minutes

This week, give girls a visual reminder that decisions should not be left to chance and that their choices will impact their lives in some way—sometimes big, and sometimes small.

Gather

- 12 different colors of fingernail polish (include gaudy or ugly colors in the mix)
- Large bag that can't be seen into (if you use plastic grocery bags, line one with a few others)

Go!

1. Explain that you will be using fingernail polish today, but the girls have to agree to wear whatever color is chosen out of the bag. This is a fun activity in which no one has to worry about the consequences.
2. Put all the nail polish bottles into a bag. Have one girl choose a color. Every girl in the group must use either one swipe or polish half a nail. (No nail will be all one color.) Once everyone is done, another girl should choose a color. Everyone should, again, make a swipe on their nail or polish half a nail.
3. Continue in this way until everyone's nails are a mix of colors. Let girls show off their fingernail designs. Talk about where they could or couldn't wear their nails polished like they are, such as a party, a funeral, their wedding, etc. Have them consider how the end result should be thought about when making important decisions.

Chapter 9: Your Superpower

Allotted time: 10 minutes

This week, help the girls in your group tap into their superpowers, their God-given abilities, which make them who they are.

Gather

- Index cards
- Markers or pens
- Tape

Go!

1. As a group, come up with a list of church and school activities, such as Bible studies, school plays, band, volleyball, or cheerleading. Write them on index cards and tape them to the wall in a horizontal line.
2. Give each girl one index card for each girl in your group. Have them write their own first names on each of the cards. Then they can hand out their cards so each girl has a name card for each girl in your group.
3. Girls should tape the names below the activities that seem to fit that girl.
4. Then ask each girl, using a marker, to put her own name on three additional index cards. Have them place their names below their three favorite activities.
5. When done, encourage each girl to talk about where they feel they excel, or would excel if given the chance, and where others see them doing well. In this discussion, you can talk about how their actions, lessons, practicing, commitment, etc., help determine what they can and can't do well. Encourage your girls to talk about why they put names under specific activities, such as "She plays the flute well," or "She is good at gymnastics."

Chapter 10: Bumper Stickers

Allotted time: 10 minutes

This week have your girls create bumper stickers to help them stay on track. Sometimes an easy-to-remember line helps people stay focused.

Gather

- Paper that you can write on one side and that sticks on the back side when a protective cover is peeled off.
- Markers or pens

Go!

1. Brainstorm as a group. Come up with slogans that will encourage your girls to be true to who they are, be loyal to their friends, and continue pursuing God, no matter who they are attracted to.
2. Have each girl make one bumper sticker.
3. When done, have everyone vote on which bumper sticker is the best.*

* If you have additional time, consider listening to the Adventures in Odyssey audio drama about Connie's first meeting with Mitch in "Green Eyes and Yellow Tulips," episode 463, album 36, *Danger Signals* or the Adventures in Odyssey audio drama about Connie's early relationship with Jeff Lewis in "First Love," episode 111, album 8, *Beyond Expectations*.

Chapter II: Respect

Allotted time: 10 Minutes

This week, have the girls consider what it means to give and receive respect in a relationship, especially when interacting with a boy.

Gather

- Nothing

Go!

1. Read the following scenarios to your group. Have them stand on the right side of the room if they feel the relationship scenario shows a respectful situation. Have them stand on the left side of the room if they feel that their date did not show an appropriate measure of respect. If some girls feel one way and some feel another, let them debate what is or is not respectful. Allow for some differences of opinion, where appropriate.
 - Your date expects you to treat him like royalty.
 - Your date lets you talk a lot about yourself, until you realize what you're doing and stop. You apologize..
 - Your date is hungry and wonders what kind of meal you can make for him.
 - Your date takes you to jump on a trampoline even though you're wearing a dress.
 - Your date wants to go hiking, but he sees the shoes you are wearing, so you both go for an easy walk instead.
 - Your date wants to play mini-golf on an outside course, but it's raining, so you go to the mall instead.
 - Your date interrupts you because what he says is way funnier than what you are saying.
 - Your date pulls up to the curb and honks for you to come out of the house or texts you that he is there and to join him.
 - Your date pays attention to what you are saying after he asks you a question.
 - Your date brags about how rich he is.
2. Go over each of the bullet points a second time. This time, your girls should pretend they are the date (the

guy). Have them stand on the right side of the room if they treat their dates respectfully. Have them stand on the left side of the room if they did not show their dates respect. If some girls feel one way and some feel another, let them discuss what is or is not respectful about each situation. Allow for some differences of opinion, where appropriate.

- You expect your date to treat you like a princess.
- You let your date talk a lot about himself, until he realizes what he's doing and stops. You accept his apology.
- You are hungry and wonder what kind of expensive meal your date can take you to.
- You want to jump on a trampoline with your date even though your date is in a suit and tie.
- You want to go hiking, but your date has a slight limp. You decide to go for an easy walk instead.
- You want to play mini-golf on an outside course, but it's raining, so you ask if he wants to play in the rain or go to the mall instead.
- You interrupt your date because what you say is way more important than what he says.
- You pull up to the curb and honk for him to come out of his house or text your date that you are there and that he should join you.
- You pay attention to what your date says after you ask him a question, even when you're not interested in the subject.
- You brag about how pretty and godly you are.

If there is a difference between what your girls expect from a guy and how they treat a guy, talk about how respect is a two-way street that demonstrates consideration and an acknowledgement of another's human dignity.*

* If you have additional time, consider listening to the Adventures in Odyssey audio drama about Katrina becoming a Christian in "It Ended with a Handshake," episode 267, album 20, *A Journey of Choices*, or Katrina breaking up with Eugene in "The Turning Point," episode 322, album 24, *Risks and Rewards*, or why Eugene became a Christian in "The Time Has Come," episode 330, album 25, *Darkness Before Dawn*, or Katrina's whole story in "For Whom the Wedding Bells Toll, parts 1–3," episodes 372–374, album 29, *Signed, Sealed, and Committed*.

Chapter 12: How God Sees You

Allotted time: 10 minutes

This week let each girl know that she is valuable to God and to you. Her value doesn't stem from what she can do or how she looks but comes from Jesus, who gave her eternal value.

Gather

- “How God Sees You” sheet (on page 45 of this guide)
- Markers or pens

Go!

1. Give each girl one of the “How God Sees You” sheets. The verses on this sheet are taken from page 167 in their books.
2. Ask the girls to fill in the blank lines with their own names.
2. Have the whole group read these verses with you out loud. Ask each girl to say her own name when the group gets to the blank lines where she has written in her name. When you are done, ask your girls to keep this sheet as a reminder of her value to God.

* If you have additional time, consider listening to the Adventures in Odyssey audio drama about Eugene and Katrina love story, listen to “Truth, Trivia, and Trina,” episode 254, album 19, *Passport to Adventure*.

How God Sees You

Fill your first name in each blank. Then read these scriptures to yourself when you need the encouragement:

UNLOVED

When you feel unlovable, read 1 John 3:1 and Zephaniah 3:17 (NLT):

“How great is the love the Father has lavished
on _____, that _____
should be called a child* of God! And that is
what _____ is*! The Lord your God
is living among you. He is a mighty Savior. He
will take delight in _____ with
gladness. With His love, He will calm all
_____’s fears. He will rejoice over
_____ with joyful songs.”

MISTAKE

When you feel like your life was a
mistake, read Jeremiah 1:5:

“Before I formed
_____ in
the womb I knew
_____,
before _____
was* born I set
_____ apart.”

UNNOTICED

When you feel unnoticed, read Matthew 10:29-31 (NLT):

“What is the price of two sparrows—one copper coin? But not a single
sparrow can fall to the ground without your Father knowing it. And the
very hairs on _____’s head are all numbered. So don’t be afraid;
_____ is* more valuable to God than a whole flock of sparrows.”

DISCOURAGED

When you feel sad or
discouraged, read
1 Peter 5:7 (NLT):

“Give all your
worries and cares to
God, because He cares
about _____.”

HOPELESS

When you feel hopeless, read Jeremiah 29:11:

“‘For I know the plans I have for
_____,’ declares the Lord,
‘plans to prosper _____ and not
to harm _____, plans to give
_____ hope and a future.’”

* Verbs were made singular to personalize the verses using each student’s name.